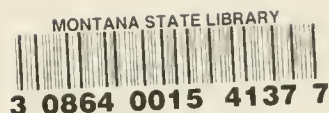


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1993 ANNUAL REPORT

ON

GENDER EQUITY IN VOCATIONAL EDUCATION IN MONTANA

Funded by the
Carl D. Perkins Vocational and Applied Technology Act
P.L. 101-392

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OF EAST DETROIT

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INTRODUCTION

Women in Montana comprise 45 percent of the civilian labor force, according to the 1990 U.S. Census. However, there are few occupations in which they hold half the jobs.

Twenty years after federal statutes prohibiting sexual discrimination in educational institutions or in the workplace took effect, most American women, and most Montana women, continue to work in traditionally "female" jobs. And, they continue to earn less than their male counterparts, even when working in the same fields.

Only seven out of 33 women have achieved pay equity with men nationwide. American women earn 70.9 cents for every dollar earned by a man, but for Montana's 160,037 working women, that ratio plummets to 50.5 cents per dollar.

The situation for Montana's households with children under 18 headed by a single woman is difficult. According to the 1990 Census, 19,416 families were headed by single women, and 5,371 families were headed by single men. The mean salary for male head of households was \$21,210, and only \$12,634 for female head of households. The gap between male and female salaries for Montana's single parent families is wide, and for many female head of households, translates into dependance on welfare and other social services as a means to survive.

Despite federal legislation, state regulations, and heroic attempts at education of employers and employees on the negative social and economic effects of gender bias, and the current tide of legal action, the issues of gender equity and sexual harassment continue to take center stage in the fight for women's, and minorities' rights.

The Office of the Commissioner of Higher Education continues to recognize the need for educating the public about the benefits of improving gender equity and the lives of single parents, displaced homemakers and single pregnant women, and eliminating sex discrimination. Many of these efforts are funded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

For program year 1994, the Gender Equity Coordinator in the Commissioner's Office received 16 Single Parent, Displaced Homemaker, Single Pregnant Women project proposals requesting a total of \$477,502 in funds, and nine requests totalling nearly \$213,196 for Gender Equity project proposals. \$354,312 in Perkins funds was distributed to 12 Single Parent, Displaced Homemaker, and Single Pregnant Women projects, and \$161,963 was distributed among seven Gender Equity projects. A list of program years 1993 and 1994 projects can be found in Appendix A and Appendix B.

According to federal standards, vocational programs are considered to have equitable enrollment if no more than 75% of the students are the same gender. However, to achieve absolute gender equity in these programs, educational institutions must increase their efforts at promoting, recruiting and retaining gender nontraditional students into programs that offer them the best chance for professional and economic success.

OVERVIEW OF LAWS AFFECTING GENDER EQUITY IN MONTANA

FEDERAL LAW

In 1972, Title IX of the Education Amendments became the first federal law to specifically prohibit discrimination on the basis of gender in any education program or activity that receives federal funding. Title II of the Vocational Education Act, enacted in 1976, requires all vocational funding recipients to eliminate gender bias and stereotyping in vocational education grant and gender equity objectives.

The Carl D. Perkins Vocational Education Act, enacted in 1984, continued to emphasize gender equity in education by requiring each state to spend 3.5% of its federal vocational funding on eliminating sex bias and stereotyping in vocational education, and 8.5% on programs designed to meet the needs of, and to increase participation by single parents and displaced homemakers.

The 1990 reauthorization of the Perkins Act requires that education recipients address gender equity in all uses of Perkins funds -- the first time a Federal statute required specific actions to address gender equity in secondary and postsecondary vocational and vocational-technical education. In Montana, all educational recipients of Perkins funds must identify ways to address inequitable gender enrollment in their vocational education programs.

MONTANA LAW

The Montana Constitution of 1972 prohibits discrimination against individuals because of race, gender, culture, social origin or condition, or their political or religious beliefs, by the government or society at large.

In 1974, the Montana Legislature enacted the Montana Human Rights Act and created the Montana Human Rights Commission. This Act prohibits discrimination based on race, creed, religion, color, national origin, age, physical or mental disabilities, marital status, or gender. The following year, the Montana Governmental Code of Fair Practices was enacted to prohibit any discrimination within a state agency's control. This law, which is enforced by the Montana Human Rights Commission, applies to all branches of state government, as well as to universities, colleges, and local governments.

The Montana Human Rights Commission adopted administrative rules in 1987 that provide guidelines for educational institutions to prevent and eliminate gender discrimination. These rules also address the areas of sexual harassment and sexual intimidation, and

specifically prohibit sexual harassment of any student by any school employee, policy or peer.

STATE DECLARATION PROMOTING GENDER AND MULTICULTURAL EQUITY IN EDUCATION

The State Board of Public Education, chaired by the Governor of the State of Montana, consisting of the Board of Public Education and the Board of Regents of Higher Education, as well as the Office of the Commissioner of Higher Education, and the Office of Public Instruction, recently signed a joint proclamation declaring "the importance of infusing gender and multicultural equity throughout the educational system to ensure that our educational system is both free of discrimination and affirming of the talents and abilities of each individual."

A copy of this signed document can be found in Appendix C.

SEXUAL HARASSMENT AND EDUCATION

The causes of gender inequities are many and varied, but one of the major reasons females drop out of school or work is sexual harassment. Sexual harassment of students and employees in educational institutions is a violation of Title IX in that it constitutes differential treatment on the basis of sex.

The 1980 Equal Employment Opportunity Commission defined sexual harassment as a form of sexual discrimination that includes unwelcome sexual advances, request for sexual favors and other actions of a sexual nature when the response to such actions interfere with a student's or worker's performance, or create a hostile work or school environment.

According to the U.S. Department of Education's Office for Civil Rights, sexual harassment "is a real and increasingly visible problem of serious consequence in higher education. A sexual harassment experience can affect all aspects of a student's life: it can threaten a student's emotional well-being, impair academic progress and even inhibit the attainment of career goals."

Sexual harassment is also a serious problem in education at the K-12 level. In 1993, the American Association of University Women published the results of a landmark survey, "Hostile Hallways - Sexual Harassment in our Schools". The Hostile Hallways survey is the first to look at the incidence of "peer to peer" sexual harassment, and the prevalence of sexual harassment in our nation's schools. Eighty-five percent of girls surveyed, and 76% of boys surveyed had indicated that they had experienced sexual harassment at school. Sixty-six percent of boys, and 52% of girls involved in this study had admitted to sexually harassing a peer at school.

Eliminating sexual harassment in our schools is important in order to provide a safe, productive learning environment for all students. Educational institutions may now be liable for sexual harassment if the behavior is not addressed and knowingly allowed to persist. In 1992, the U.S. Supreme Court ruled that a victim of sexual harassment could sue a school district for personal damages under Title IX. A district may be in jeopardy of losing federal funds for education, and its employees can be legally and financially liable.

JOBS IN MONTANA

"It is the purpose of the Perkins Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." Gender equity is emphasized throughout the Act so that national and local economies can profit from the contributions of all citizens without hindrance by the artificial limitations gender role restrictions create as "men's work" or "women's work". Women, who now comprise 45 percent of the labor force are expected to be 63 percent of the total labor force by the year 2000.

Historically, vocational education has consisted of practical instruction aimed at matching students to jobs in industry and commerce. At present six of ten working women in Montana are paid minimum wage and are unable to support themselves and their dependents without some form of assistance. Working women in Montana earn on average only 50.5 cents on the dollar as working men. Continued efforts at eliminating the wage gap and providing equal opportunity to learn and earn, are essential in the pursuit to lift Montana families from poverty.

"Analysis of labor market trends through the year 2000 indicates a major shift from goods-producing to service-producing industries." Service-producing occupations often pay little more than minimum wage and are frequently considered "women's work". Food service, clerical and retail positions are expected to increase in demand, and many filling these positions will be unskilled single women, and female heads of households. Occupational segregation and poverty will continue to produce economic dependance on social welfare programs and place many children in the state "at risk".

Some things to consider: By the year 2000,

- * Almost all higher paying jobs will require a background in math and science.
- * Women will be the Nation's greatest source of new workers.
- * More women will be the sole support of their families.
- * Nine out of ten women can expect to spend more than thirty years in the work place.
- * There will be an even greater demand for skilled workers.
- * Three out of four jobs will require some training beyond high school.

As Montana women comprise 45% of the state's labor force it is imperative that those participating now, and in the future, have the skills and education necessary to provide them with the opportunity to enter positions that offer good pay, benefits and the ability to rid themselves of the risk of dependance on poverty programs.

According to Kenneth Gray, in The Gender Gap in Yearly Earnings: Can Vocational Education Help?, "the most important variable affecting earnings of both genders was not education but occupation. It is important to note that the magnitude of this effect was larger for women than men. The implication being that narrowing the gender gap further will require breaking down gender barriers in certain higher paying occupations. This is where secondary and postsecondary vocational technical education has a role to play." Promoting, recruiting and retaining girls and women in nontraditional vocational and technical education and training programs can be the means by which females in Montana will increase their self sufficiency and lessen their chances of ending up on welfare. The following table illustrates the wage differential between traditional "female" jobs and traditional "male" jobs.

TABLE 1.
(Source: America's Choice: High Skills or Low Wages, 1991)

The Male/Female Wage Gap

<u>Typical semi-skilled occupations</u>	<u>% Female</u>	<u>Wage per week</u>
Teacher Aide	98%	\$234
Secretaries, Stenographers, & Typists	99	325
Receptionists	99	261
Bank Tellers	92	263
Licensed Practical Nurses	96	354
Health Record Technologists	88	307
Mechanics and Repairers	4	457
Construction Trades	2	449
Precision Metalworking	5	481
 <u>Typical unskilled occupations</u>		
Child Care Workers	92	183
Nurses Aide	88	244
Dental Assistants	99	280
Heavy Truck Operators	2	416
Construction Laborers	2	326
Loggers	4	307

Attainment of skills for all potential workers is important, however, females must not only acquire skills, but thoroughly examine their occupational choice, to include nontraditional jobs for their gender. Training and access for a nontraditional job can be the key to getting and keeping single parent females off of welfare. Training and access to a nontraditional job can be the means to breaking the cycle of poverty, and offering families a real chance at meaningful opportunities for a self-sufficient future.

GENDER EQUITY IN SECONDARY VOCATIONAL EDUCATION

There were 35,135 secondary students in vocational education in Montana during program year 1992-93, 78.7% of the total 44,608 enrolled secondary students. During this program year, 13,482 secondary students were served with Perkins funds, 7,641 of these students were male, and 5,359 of these students were female.

Enrollment in traditionally single-sex programs at the secondary level funded by Perkins has been gender equitable in all but three areas; Industrial Arts/Technology Education, Trades and Industrial Technology, and Agriculture. Change has occurred most dramatically in Industrial Arts/Technology Education with an increase in female enrollment of over 300%. Table 2. shows secondary Vocational Education programs in Montana, and the percentage of female enrollment.

TABLE 2.
(Source: Perkins Annual Report for Montana, 1993)

<u>PROGRAM</u>	<u>Percent Female Enrollment</u>		
	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
Home Economics	69.9%	68.6%	65.4%
Business	66.5%	62.4%	54.6%
Industrial Arts/Technology Education	9.9%	9.6%	29.4%
Trades and Industrial Technology	8.0%	7.9%	17.0%
Agriculture	21.5%	18.5%	23.4%
Marketing Education	56.0%	51.4%	NA
Health Occupations	45.0%	66.0%	NA
Basic TV Productions	NA	48.6%	NA

Secondary vocational education personnel in Montana have worked hard at improving the gender imbalance of vocational education enrollment. Montana educators must continue to promote the complete range of occupational choices for male and female students. Students must be encouraged to make choices that are the best for them individually, not based on their gender. Students must also be assured that the environment is one that is open to gender nontraditional students, free of sex bias and sexual harassment.

Gender Equity in secondary vocational education is necessary if all of Montana's citizens are to have the opportunity to become

full participants in the economy. Access to necessary training, education, and employment can make the difference between a life of dependency, or one of self-sufficiency.

GENDER EQUITY IN POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION

Enrollment in vocational programs at the postsecondary level has not achieved the gender equitable enrollments of secondary vocational education, although there have been dramatic changes in most areas. For program year 1992 Agriculture and Law Enforcement had no representation by gender nontraditional students (female) and in program year 1993, only Law Enforcement lacked gender nontraditional students (female). Table 3. shows postsecondary Vocational Education programs receiving Perkins funds in Montana, and the percentage of nontraditional student enrollment (duplicated):

TABLE 3.
(Source: Perkins Annual Report for Montana, 1993)

<u>PROGRAM</u>	<u>Percent Gender Nontraditional Enrollment</u>	
	<u>1991-92</u>	<u>1992-93</u>
Agriculture	0.0%	13.3%
Marketing	9.0%	46.0%
Technical	1.2%	25.0
Culinary Arts	7.7%	28.0%
Law Enforcement	0.0%	0.0%
Trade and Industry	9.5%	9.1%
Health	7.6%	16.7%
Business	8.0%	12.4%
Technology Education and Industrial Arts	14.2%	20.0%

Change in postsecondary vocational and technical education enrollment in Montana has not occurred at the pace of secondary vocational education enrollment. The disparity between secondary and postsecondary may be attributed to student choice, as well as social attitudes, faculty and staff stereotypes, or sexual harassment.

Postsecondary vocational-technical education in Montana is offered at five vocational-technical centers, three community colleges, and one four-year college. All Montana vocational-technical education providers who receive Perkins funding are required to define goals to alleviate the inequitable enrollment of gender nontraditional students, and to improve the retention of these students in vocational-technical education programs.

**PROGRAM PROVIDERS FOR MONTANA'S
SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN**

The purpose of Carl D. Perkins funding for single parents, displaced homemakers, and single pregnant women is to provide pre-vocational training, vocational education and support systems, thus enabling these individuals to become economically self-sufficient. Displaced homemakers are defined as individuals who have become the primary economic support of the household due to divorce, death or disability of their spouse.

There are 15 displaced homemaker organizations that comprise the Montana Displaced Homemakers Network, and provide services to all three client categories. These centers are independent, community-based, non-profit organizations, or agencies associated with Montana's community colleges. They are located in Glendive, Miles City, Billings, Bozeman, Lewistown, Helena, Butte, Havre, Great Falls, Kalispell, Missoula, and Dillon.

The political climate in Montana is one that demands reform of the current welfare system. A most important avenue for reducing the welfare roles, and developing true self-sufficiency by families "at risk," is education and training for employment. The Montana Displaced Homemaker Network is often the only available means of initial prevocational and vocational training and necessary support for individuals striving for economic self-sufficiency.

RECOMMENDATIONS AND PLANS FOR PROGRAM YEAR 1995

Progress made in many areas during Program Year 1993 moved Montana closer to providing gender equitable vocational-technical education. Among the activities the Gender Equity Coordinator was involved were:

- * Technical Assistance Workshops on uses of Perkins funds offered throughout the state.
- * Quarterly meetings of the State Equity Advisory Committee, comprised of educators, business people, Job Service staff, Displaced Homemaker Center staff, and concerned citizens, to develop programs and provide information addressing gender equity issues at the local level.
- * Specific objectives addressing gender non-traditional enrollment and retention in vocational and vocational-technical education written into Program Year 1994 Perkins projects.
- * "THINK PURPLE WEEK," locally initiated programs that promote gender equity in schools and in the workplace.
- * Two statewide Displaced Homemakers Network Conferences focusing on issues affecting displaced homemakers, single parents, and single pregnant women.
- * Gender Equity and Sexual Harassment training offered to secondary and postsecondary educators and administrators, Vocational-Technical Centers and community-based organizations, such as Displaced Homemaker Centers.

The Gender Equity Coordinator also continued to provide technical assistance to secondary and postsecondary educational institutions in the development of recruitment, and retention of gender nontraditional students and meeting gender based objectives in vocational and vocational-technical education programs.

Additional planned goals for Program Year 1995 include:

- * Development of a "THINK PURPLE WEEK" activity manual.
- * Coordinate a pool of regional Gender Equity and Sexual Harassment Trainers.
- * Revitalization of Montana's Local Equity Network; grassroots, community driven volunteers providing information and resources for individual communities.

- * Development of updated Gender Equity and Sexual Harassment training for educators, administrators and community-based organizations.

(Appendix A)

In program year 1993, there were thirteen projects funded under Section 221 serving Displaced Homemakers, Single Parents, and Single Pregnant Women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. Career Training Institute \$34,884

COMPUTER LITERACY/VOCATIONAL COMPUTER SKILLS TRAINING

This project provided marketable skill training for 54 participants in the areas of word processing, spreadsheet application, and necessary support services such as career counseling and placement.

2. Career Futures, Inc. \$35,000

ECONOMIC SELF-SUFFICIENCY: NONTRADITIONAL/ APPRENTICEABLE

This project promoted growth and development, career decision making, job search skills and computer literacy services to 50 displaced homemakers, single parents, and single pregnant women in preparation for vocational training, education, or apprenticeship.

3. YWCA/WORKPLACE \$35,000

COMPUTER LITERACY/OFFICE SKILLS TRAINING

This project provided computer and modern office technology training to 71 single parents, displaced homemakers, and single pregnant women who identified training in these areas as a necessary prerequisite to finding gainful employment and becoming self-sufficient.

4. Women's Resource Center \$19,284

IBM COMPUTER LITERACY TRAINING

This project provided 34 single parents, displaced homemakers and single pregnant women with marketable IBM computer skills that will lead to employment and self-sufficiency.

5. W.O.R.D., Inc. \$35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT

This project developed agency interventions to increase gender nontraditional enrollment and retention in post secondary apprenticeship or other approved vocational education programs. It also offered prevocational, assessment and planning services for 4 participants in preparation for vocational education and training for marketable skills.

6. Career Transitions \$33,561

COMPUTER SKILLS/OFFICE SKILLS TRAINING

This project provided 90 displaced homemakers, single parents and single pregnant women with the training necessary to become employable through computer literacy.

7. Big Sandy High School \$11,631

TRAINING/RETRAINING ADULT SINGLE PARENTS IN COMPUTER SKILLS

This project served 28 single parents, single pregnant women, and displaced homemakers with computer literacy training for gainful employment.

8. YWCA Women's Center \$17,821

WORKSHOPS: REDUCTION OF MATH ANXIETY

This project provided 26 displaced homemakers, single parents and single pregnant women workshops that would help to eliminate math anxiety, and encouraged exploration of careers that may require an advanced knowledge of math.

9. Flathead Valley Community College-
Lincoln County Campus \$34,325

IMPROVING COMPUTER LITERACY

This project provided vocational and career assessment and exploration, developed computer literacy for 35 participating displaced homemakers, single parents, and single pregnant women.

10. Miles Community College \$23,570

MOTIVATIONAL TRAINING: VOCATIONAL EDUCATION, TRAINING, JOB PLACEMENT

This project provided motivation, self-esteem and career exploration, training and assessment for 33 displaced homemakers, single parents, and single pregnant women who were entering vocational and/or postsecondary education.

11. District IV Human Resource Development Council \$35,000

TODAY'S OFFICE: AUTOMATED OFFICE SKILLS/EQUITY TRAINING

This project provided training for computer literacy and modern office technology, encouraged exploration of nontraditional careers, and provided gender equity training for 28 displaced homemakers and single pregnant women.

12. Dawson Community College \$24,779

PREVOCATIONAL ASSESSMENT AND ADVISING

This project provided prevocational assessment and career guidance for 58 displaced homemakers, single parents, and single pregnant

women enrolled at Dawson Community College.

13. Young Parents Program

\$10,111

PREVOCATIONAL OUTREACH PROJECT

This project was designed to reduce the dropout rate among single pregnant and parenting teens, and assisted 84 single parent and single pregnant students in preparation for postsecondary education and training programs.

In Program year 1993, there were six projects funded with Section 222 funds serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. W.O.R.D., Inc.

\$35,000

FUTURES: VOCATIONAL PREP FOR PREGNANT AND PARENTING ADOLESCENTS

This project served single parents and single pregnant women by promoting and educating 52 participants about career readiness, and exploration of nontraditional opportunities.

2. Career Futures, Inc.

\$ 4,298

CAREER OPTIONS WORKSHOPS

This project provided 34 students with career assessment information, information about career opportunities, and assistance in developing a program of study.

3. Career Transitions

\$33,013

PREPARATORY SERVICES, TRAINING: OVERCOMING BARRIERS

This project recruited, focused on retention, and helped to place 51 women into nontraditional employment or training. The program offered gender equity awareness training, and "hands on" job shadowing with several local and community employers.

4. YWCA Women's Center

\$32,230

VOCATIONAL CROSSOVER PROGRAM

This project focused on nontraditional career exploration for 68 participants, in an effort to increase enrollment at the local Vocational Technical Center. Emphasis was placed on placing participants in program areas that have little or no gender equitable enrollment.

5. Flathead Valley Community College
Lincoln County Campus

\$19,333

EQUITY IN EMPLOYMENT: WOMEN IN TRADITIONAL VOCATIONAL EDUCATION CLASSES

This project offered 9 women enrolled in traditionally female vocational programs the information and knowledge needed for employment in the natural resource industry.

6. Superior High School

\$17,389

INCREASED GENDER EQUITY ENROLLMENT: TECHNOLOGY EDUCATION TRAINING

This project focused on the development of a non-sexist technology education curriculum, provided 100% (61 students) of Superior High School students information about nontraditional careers, and attempted to increase gender balanced enrollment in technology education classes.

(Appendix B)

For program year 1994, there are twelve projects funded under Section 221 currently serving Displaced Homemakers, Single Parents, and Single Pregnant Women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. YWCA Women's Center \$24,443

ELIMINATING COMPUTER ANXIETY IN PREPARATION FOR VOCATIONAL EDUCATION OR EMPLOYMENT REQUIRING COMPUTER TECHNOLOGY SKILLS

A project designed to address inadequate computer technology skills and /or fear of acquiring computer skills that may inhibit occupational choice and career selection for displaced homemakers, single parents and single pregnant women.

2. Career Transitions \$33, 973

COMPUTER SKILLS / OFFICE SKILLS TRAINING FOR SINGLE PARENTS/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN

A project designed to provide single parents, displaced homemaker and single pregnant women with the computer technology skills necessary to compete in the job market.

3. Young Parents Education Center, Inc. \$14,000

PREVOCATIONAL OUTREACH PROJECT FOR SINGLE PREGNANT AND PARENTING STUDENTS

A project designed to reduce the dropout rate of parenting teens, make referrals to post secondary education and training programs, and to provide information about nontraditional careers.

4. Career Development Program - Miles Community College

MOTIVATIONAL TRAINING IN PREPARATION FOR VOCATIONAL EDUCATION TRAINING

A project designed to provide self-esteem training to single parent displaced homemakers. This project will offer self assessment of vocational and occupational interests, education abilities and life skills, the primary focus to target individuals entering work or education programs.

5. Career Futures, Inc. \$35,000

DEVELOPING MARKETABLE SKILLS THROUGH TRAINING IN NON-TRADITIONAL OCCUPATIONS, APPRENTICESHIPS AND EMERGING TECHNOLOGY

A project designed to provide preparatory services that will increase program participants familiarity with training and career options which incorporate up-to-date and emerging technologies, to include nontraditional occupation options.

6. Women's Resource Center - Dillon \$20,000

NEW OPTIONS--IBM COMPUTER LITERACY TRAINING

A project designed to provide IBM computer literacy training to displaced homemakers single parents and single pregnant women, that will lead to employment and self-sufficiency.

7. WORKPLACE \$34,005

COMPUTER LITERACY/OFFICE SKILLS TRAINING FOR SINGLE PARENT/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN

A project designed to provide computer and modern office technology training to single parents, displaced homemakers, and single pregnant women who identify training in these areas as necessary to finding gainful employment.

8. Career Training Institute \$34,351

MARKETABLE SKILLS TRAINING IN COMPUTER LITERACY

A project designed to provide single parents, displaced homemakers, and single pregnant women with training in computer literacy to become marketable for employment opportunities.

9. Dawson Community College \$30,160

NEW DIRECTIONS, PREVOCATIONAL ASSESSMENT AND ADVISING

A project designed to provide prevocational, assessment and planning services to single parents, displaced homemakers, and single pregnant women seeking self sufficiency.

10. District IV Human Resource Development Council \$34,959

TECHNICAL SKILLS FOR TODAY'S OFFICE

A project designed to provide single parents, displaced homemakers and single pregnant women with modern office technology skills necessary to seek gainful employment.

11. Missoula YWCA \$35,000

EXPANDING COMPUTER TRAINING FOR DISPLACED HOMEMAKERS/SINGLE PARENTS

A project designed to provide displaced homemakers, single parents, and single pregnant women with the computer literacy skill necessary to be competitive in the job market.

12. Flathead Valley Community College- Lincoln County Campus \$33,447

A PROGRAM TO PROMOTE EQUITY FOR WOMEN IN NATURAL RESOURCE EMPLOYMENT

A project designed to provide single parents, displaced homemakers, and single pregnant women with competitive job seeking

skills, gender equity training, and to help in the elimination of math anxiety.

For Program Year 1994, there are seven projects funded by Section 222 currently serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. WORD \$35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT

A project designed to provide disadvantaged women in north western Montana with skill training and intensive preparation for entrance into nontraditional employment, apprenticeship and/or education.

2. YWCA Women's Center \$31,383

INCREASING GENDER EQUITY REPRESENTATION IN NONTRADITIONAL VOCATIONAL TRAINING AND EMPLOYMENT: IDENTIFICATION AND EXPLORATION

A project designed to increase and retain enrollment of nontraditional student in vocational secondary programs.

3. Career Transitions \$34,958

GETTING AHEAD: NONTRADITIONAL CAREER OPPORTUNITIES AND PREPARATORY SERVICES

A project designed to provide single parents, displaced homemakers and single pregnant women with training and "on the job" field experience in preparation for career assessment and entry into nontraditional occupations.

4. Superior Public Schools \$11,595

GENDER EQUITY ENROLLMENT IN TECHNOLOGY EDUCATION TRAINING

A project designed to nurture and enhance a non sexist technology curriculum, give 100% of Superior High School students information about nontraditional careers, and increase gender balanced enrollment in technology education classes.

5. Career Futures, Inc. \$15,968

COMPUTER LITERACY COURSE

A project designed to provide preparatory services to assist individuals who are not enrolled in vocational education programs, to select, or prepare for participation in and appropriate vocational education or training program.

6. Grass Range High School

\$18,030

LOOKING AT WORLD OF WORK--NONTRADITIONAL OCCUPATIONS,
NONTRADITIONAL COURSE OFFERINGS TO PROMOTE GENDER EQUITY
A project designed to expose students to the world of work, and to
explore nontraditional career opportunities.

7. Flathead Valley Community College-
Lincoln County Campus

\$15,029

PROGRAMS PROMOTING EQUITY FOR WOMEN IN NATURAL RESOURCE EMPLOYMENT
A project designed to provide women students with a foundation for
further training to succeed in natural resource education and
potential employability.

(Appendix C)

STATE OF MONTANA
STATE BOARD OF EDUCATION

BOARD OF REGENTS OF HIGHER EDUCATION
BOARD OF PUBLIC EDUCATION

OFFICE OF PUBLIC INSTRUCTION
OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION

The state Board of Education, consisting of the Board of Regents and the Board of Public Education, together with the Office of Public Instruction and the Office of the Commissioner of Higher Education, reaffirm our constitutional commitment to equality of education opportunity to each person of the state and to a system of education that will develop the full educational potential of each person.

As evidenced by our proclamation in support of the "Plan for American Indian Education in Montana: Recommended Goals", we are committed to making sure Montana's students are prepared to be productive citizens in the 21st century. In accordance with that goal, we recognize the importance of infusing gender and multicultural equity throughout the educational system to ensure that our educational system is both free of discrimination and affirming of the talents and abilities of each individual.

Multicultural and gender-fair Teacher education develops competencies in inclusion of gender and multicultural content, in equitable classroom and teaching strategies and techniques, and in the identification and elimination of discrimination, bias and stereotype in educational programs and materials.

We are committed to encouraging educators, administrators, school board trustees, students, parents, staff, community and education organizations, businesses, teacher organizations, and tribal organizations and councils to build their awareness and skills in educational equity. The first step in that process is our support for the infusion of gender and multicultural equity awareness and techniques throughout Montana's teacher education programs.

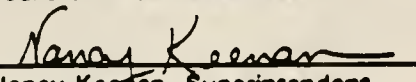
Signed this 20th day of Jan., 1994 by



Marc Racicot, Governor
President, State Board of Education

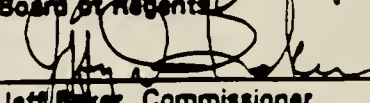


John Kinna, Chair
Board of Public Education



Nancy Keenan, Superintendent
of Public Instruction



Jim Kase, Chair
Board of Regents


Jeff Baker, Commissioner
of Higher Education